

Welcome!

A	B	C	D
E	F	G	H
I	J	K	L
M	N	O	P
Q	R	S	T
U	V	W	X
Y	Z		



Our goals for your child this year

It is important to us to prepare all students for middle school. This means it will be a challenging year for some students -- academically and/or socially.

We realize that every student is in the process of becoming and will reach milestones at different points in the year.

First and foremost, we will focus on:

- personal responsibility
- organization
- completion of quality work

Communication

District 97/Holmes Teacher Page

These pages include assignments for each homeroom.

Ms. Manuel - 5M <http://www.op97.org/mmanuel/>

Mr. Porter - 5P <http://www.op97.org/cporter/>

Ms. Kraft - 5K <http://www.op97.org/fkraft/>

Mr. Finkbeiner - 5F <http://www.op97.org/afinkbeiner/>

5th Grade Wiki

Check the wiki for:

homework assignments

project rubrics and deadlines

field trip information

permission slips

homework help tools

<http://holmes5thgrade.wikispaces.com/>



Behavior Policy and Token Economy

Goals

To provide a structured learning environment.

To treat all students fairly and consistently.

Tools

Guilders

Guilder Clipboard

Behavior Intervention Records

Encouragement Procedures

Individual: The fifth grade uses praise, feathers, and guilders as positive encouragement for individual students.

Guilders

Earned each day in every class for coming to class prepared (homework complete, sharpened pencil, assignment notebook complete). Students also can earn up to 5 behavior bonus guilders each week (one for each day they did not lose a guilder) and additional guilders for completing classroom jobs. Guilders can be taken away if a student does not correct poor behavior after a warning in class or in the hallway.

Guilders are deposited each Friday in the "bank." Students must earn a minimum amount to attend guilder field trips/activities.

We will notify students periodically as to how many guilders they should have by that date.

PBIS - Positive Behavior Interventions & Supports

The Holmes staff believes that schools can only be successful when they help children to grow academically, socially and emotionally. In order for this to happen, it is important that we establish a safe environment that allows students to grow. It is our goal to create an atmosphere for learning by setting clear expectations and directly teaching students about our expectations.

Our plan is based on Positive Behavioral Interventions and Supports (PBIS). We have a PBIS team which meets regularly to review our behavior data, and when necessary, adjust our program so that it best meets the needs of our students. Our program has six components:

- District 97 Effective Student Behavior Handbook
 - Holmes School – Parent / Student Handbook
 - Cool Tools: Lesson plans used to teach students the behavioral expectations
 - Feather Awards: Written recognitions of positive student behavior
 - Behavior Intervention Record: Written documentation of student behavior used when students require behavior support
 - Holmes School recognitions and celebrations
- If you have specific question with regard to PBIS, please contact any member of the PBIS team: Suzie Hackmiller, John McCauley, Ty Smith, Michelle Anderson, Maria Pascarella, Sarah Moore, and Marianne Rehfield.

Math - An Overview

2014-2015 Curriculum Map

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7
Unit 1: Whole Number Computation and Application	Unit 2: Volume	Unit 3: Fraction Computation & Applications	Unit 4: Decimal Computation and Applications	Unit 5: 2-Dimensional Geometry	Unit 6: Coordinate Geometry	Show What We Know End of year project
Trimester 1 4-5 weeks	Trimester 1 4-5 weeks	Trimester 1/2 8-9 weeks	Trimester 2 7-8 weeks	Trimester 3 3 weeks	Trimester 3 4-5 weeks	Trimester 3 1-2 weeks
5.NBT.1 5.NBT.2 5.NBT.5 5.NBT.6 5.OA.1 (NBT1 and NBT2 moved from Unit 4)	5.MD.3 5.MD.4 5.MD.5 5.NBT.2	5.NF.1 5.NF.2 5.NF.3 5.NF.4 5.NF.5 5.NF.6 5.NF.7 5.MD.1 5.MD.1 5.MD.2	5.NBT.3 5.NBT.4 5.NBT.7 5.MD.1 5.MD.1 5.MD.2	5.G.3 5.G.4	5.OA.3 5.G.1 5.G.2 5.OA.2 5.OA.1	

Math - An Overview

Materials

- Workbook
- TI-15 Calculator
- Sharp pencil
- Math journal

Homework

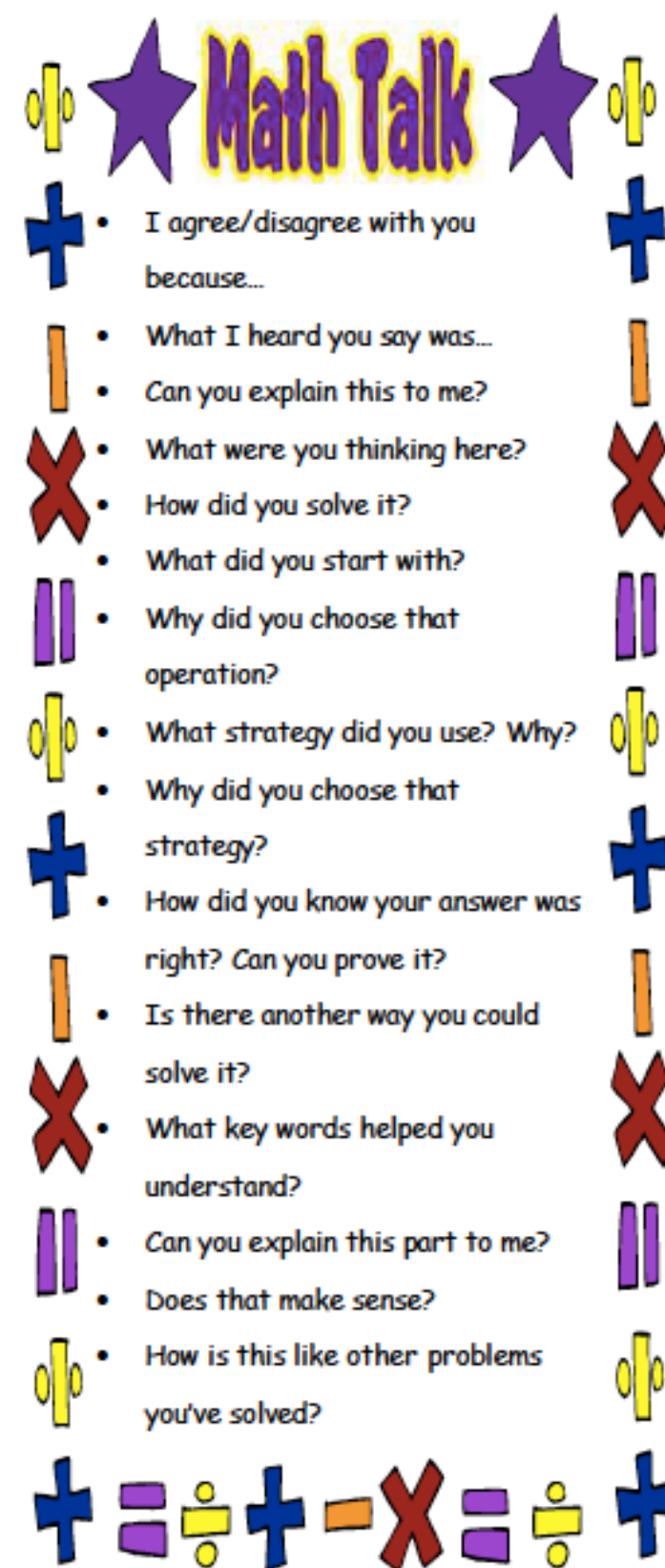
- 4 nights per week
- 2 pages per night
- Approximately 30 minutes per night
- Show your thinking!

Assessments

- Exit tickets
- Weekly quizzes
- Unit tests

Math - Math Talk

(E)ducators nationwide are finding that they can help children become confident problem solvers by focusing on getting them to talk and communicate in partnerships, small groups, whole groups, and in writing.
deGarcia, Lisa Ann, Math Solutions



Math - A Typical Day

- Work on Math Message as homework is checked in.
- Briefly discuss previous night's homework
- Daily lesson
 - > Introduce and model topic
 - > Work on several problems as whole class, and in small groups
 - > Independent practice
- Workshop
 - > Problem solving
 - > Online practice (Khan Academy, Moby Max, Triumph, My Math)

Math - Differentiation

Workshop and Flexible Grouping

Based on MAP scores and pretests

Groups will change as we work on different skills

Groups meet with teacher 1-4 times per week

Interventions

Tues/Thurs

11:15 - 11:45

Targeted based on area of need

We need parent volunteers to help out!

Acceleration

Based primarily on MAP, CogAT, and report card

Student works at the next grade level

Step Up



READING

Monday, Wednesday

11:15-11:45

MATH

Tuesday and Thursday

11:15-11:45

In need of parent volunteers. Sign up in the back.

Reading - Differentiation

Whole Class Instruction: Students will be using books at their reading level to address the standards. Extended response answers allows students to work at an appropriate level.

Workshop: Daily, students will work in appropriately leveled guided reading groups based on MAP scores. Groups may change during the year. Each group will meet with the teacher 1-4 times per week.

Interventions: Targeted instruction on Monday and Wednesday @ 11:15-11:45am.

Parent volunteers needed!

Acceleration: Pull-out program based upon MAP, CogAT, and report card

Reader's Workshop

Mini-lesson (10-15 minutes): Explicit whole-group instruction.

Independent Reading (30 minutes): Self-selected and guided reading, one-on-one and small-group conferences, and literature circles.

Sharing (5 minutes): Closure, connection to mini-lesson content.

Reading - Assessments

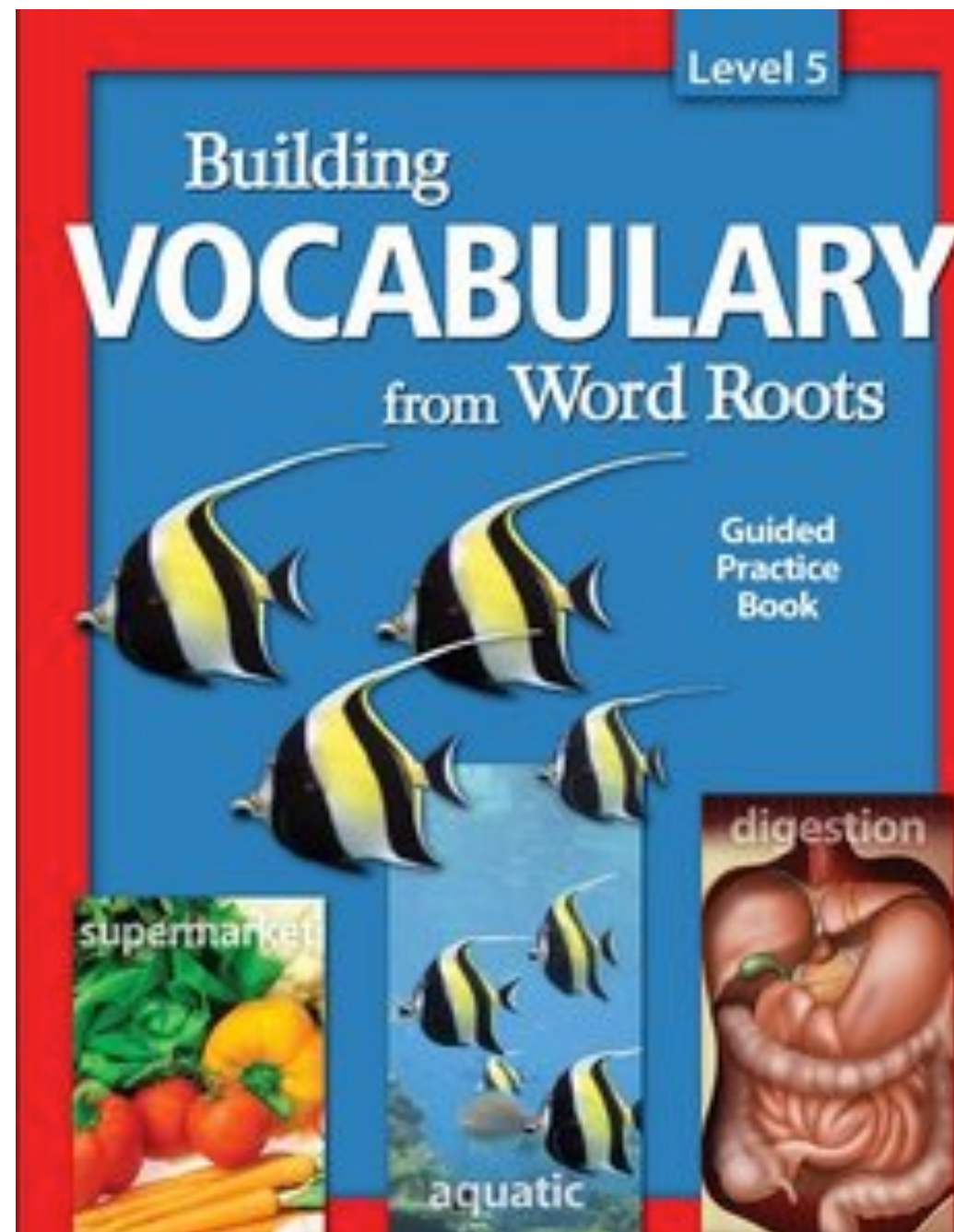
Fifth-grade students in District 97 will have common summative assessments using a common rubric.

Major standards will be assessed multiple times throughout the school year to show progress and growth.

Students will be able to show textual evidence as proof.



Word Study: Greek and Latin Affixes and Roots



Writing

6+1 Traits

Ideas

Voice

Organization

Sentence fluency

Word choice

Conventions

Presentation

Types of Writing

Informative/Explanatory

- Content Areas

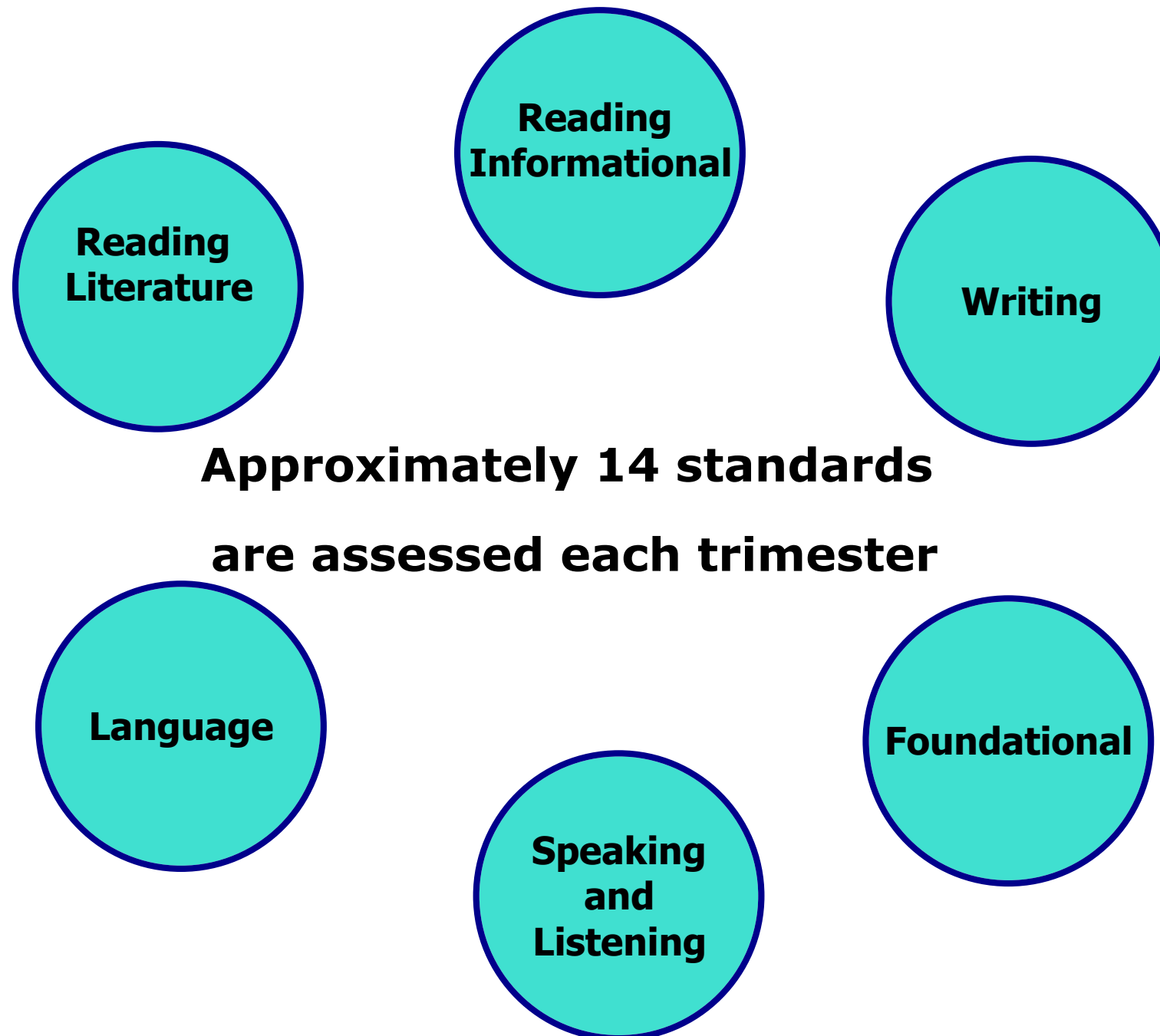
Arguments

- Content Areas

Narratives

- Writing Class

English Language Arts Calendars



Social Studies

We base our social studies off the Illinois State Social Studies standards, and also incorporate the Common Core ELA Standards.

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Our units: Our Global Village, The First Americans, Explorers, Colonial America, The American Revolution, and Creating Our Nation.

Throughout the year we weave in the social studies strands of geography, history, culture, economics, and government.

There is not a set social studies textbook. Each unit will have unique readings, classroom activities, and projects.

There will not be consistent weekly homework in social studies, but many projects will require out of classroom work time.



Science

The Next Generation Science Standards

Released in April 2013

The standards identify science and engineering practices and content that all K-12 students should master in order to be fully prepared for college, careers and citizenship.

The NGSS aim is to prepare students to be better decision makers about scientific and technical issues and to apply science to their daily lives. By blending core science knowledge with scientific practices, students are engaged in a more relevant context that deepens their understanding and helps them to build what they need to move forward with their education.

Science - Overview

Units and Big Questions

Trimester 1 | Earth's Place in the Universe

What is the universe, and what is Earth's place in it?

How and why is Earth constantly changing?

How do Earth's surface processes and human activities affect each other?

Trimester 2 | Matter and its Interactions

How can one explain the structure, properties, and interactions of matter?

How can one explain and predict interactions between objects and within systems of objects?

How is energy transferred and conserved?

Trimester 3 | From Molecules to Organisms: Structures and Processes

How do organisms live, grow, respond to their environment, and reproduce?

How and why do organisms interact with their environment and what are the effects of these interactions?

Robert Crown Visit

Assessments

PARCC replaces the ISAT test and will be given twice this year.

Performance Based Assessment at 75% of year: March 9 - April 3

End Of Year: April 27 - May 22

District Assessments

MAP:

Fall: Will be complete September 19

Winter: January 12 - 30, 2015

Spring: NO SPRING

CogAT: NO COGAT THIS YEAR

Illinois Algebra Aptitude Test (Math): TBD

Classroom Assessments

Reading assessments

Math unit tests and quizzes

Science and Social Studies unit tests, quizzes, projects and research papers

IMPORTANT NOTE:

Please check the weekly newsletter for test dates and information about returned tests so you can be aware of your student's progress.

Report Cards

New Report Card Format

- Aligned to the CCS
- "Snapshot" of your child's proficiency
- Performance descriptors will relate to progress toward mastery of the standard: EP PR AP NP

Weekly Homework

What to Expect Each Week

Math	Four days each week, usually not on Fridays. Periodic quizzes.
Reading	Read 30 minutes each night. Answer reading prompts, if given. Prepare for literature circle discussions that take place throughout the year.
Language Arts	Periodic homework in spelling and vocabulary, focusing on Greek and Latin roots.
Science	Readings, journal entries, project work, and periodic quizzes.
Social Studies	Various activities that extend our classroom explorations.

Homework Policy

- Check your student's planner and make sure your student completes assignments.
- Late assignments, including projects, impact your child's learning and may result in study hall and/or loss of guilders.
- Homework requested by 11 a.m. may be picked up at the end of the day.
- For a planned extended absence, please notify your student's teacher at least one week in advance.
- Create a positive working environment at home with a consistent study time.

Conference Sign Up

Week of October 20

Please sign up for one conference only.

Conferences will:

- Last 20 minutes
- You will meet with each of your child's teachers for 10 minutes.
- Please be sure to be on time.

Field Trips

Curriculum Field Trips

Windy Tall Ships

BRAVO

Outdoor Education

Robert Crown

Overnight Events

Outdoor Education

December 9-10

Lorado Taft Field Campus

About \$75 per student

Would like at least 5 male and
5 female chaperones

Guilder Activities

Bowling

Guilderpalooza

Student/Staff Basketball Game

Pool Excursion



Rockin' Lockin' at Holmes

Late April

Overnight service event

Teambuilding activities

Parents will need to take a shift

Follow Up

